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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, (3) available related findings, and (4) summary, including conclusions and recommendations. Data were collected from interviews with selected personnel from the Vermont State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (Chart on page 3 of Part II may reproduce poorly.) (EA)

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EVALUATION OF ESEA TITLE I PROJECTS

ANNUAL REPORT 1969 — 1970

EA 003 718

STATE DEPARTMENT OF EDUCATION
MONTPELIER, VERMONT

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TITLE I, ESEA

IN THE STATE OF VERMONT

AN EVALUATION
for
Fiscal Year 1970

STATE OF VERMONT
STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
MONTPELIER, VERMONT

November 1, 1970

STATE OF VERMONT

GOVERNOR - DEANE C. DAVIS

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INTRODUCTION

There can be no doubt that programs made possible through Title I ESEA have had, and will continue to have, a lasting and beneficial effect upon our disadvantaged children.

Again and again reports from LEA's indicate the tremendous value of Title I to their schools. It would appear that many roadblocks to learning are being removed. To the extent that the needs of the child's learning style is met with suitable materials and devices, the educational goals are more readily satisfied.

Our fifth year of operation of projects in which federal funds were used has ended. Many exciting and innovative programs have helped our underprivileged to enjoy their school, while growing educationally. The information contained in this report is about them and about the people responsible and concerned for them. Hopefully you will enjoy and understand our attempts to meet their needs.

PART 1
DESCRIPTIVE SUMMARY

BASIC STATISTICS

1. The basic statistics for Title I in Vermont in fiscal 1970 are as follows:

    a. Number of LEA's operating in the state - 52

    b. Number of LEA's participating in Title I:

        1. during regular school term only - 32

        2. during summer term only - 2

        3. during both the regular and summer terms - 17

    c. Number of Title I Programs - 51

    d. Unduplicated numbers of pupils who participated in Title I programs:

        1. enrolled in public schools - 13,205

        2. enrolled in private schools - 914

    In addition to the above enrollees, 120 pre-school and kindergarten children not officially enrolled in either a public or non-public school also participated in Title I programs in 1970.

THE CONSULTANT STAFF

As indicated in the annual report of 1968-69 two regional consultants now serve full-time in providing field services to the LEA's in Vermont.

This has proved to be of great value in making possible closer, more personal contact with the LEA. On-spot visitations, made early in the school year, to observe programs in action, afford an opportunity for the consultant to gather first hand information regarding program objectives and their projected implementation. Valuable insights are gained regarding performance of local Title I personnel in relation to the recipients of their services. When exemplary projects, or components of such, are sighted, information and suggestions concerning them can be passed on to other LEA's.

Later visits afford an opportunity to review and evaluate, together, outcomes with time remaining for change or modification.

The following performance objectives were defined by the consultants to be used while monitoring Title I projects in the field. Supportive to those already in use they reflect trends in on-going projects:

1. To encourage the incorporation of the philosophy of the Vermont Design for Education in local projects.
2. To promote quality programs.
3. To encourage and assist locals in preparation of Instructional objectives.
4. To assist locals in the implementation of their project goals and objectives.
5. To improve accountability procedures and methods of reporting results of instructional and supportive services.

6. To disseminate State and Federal guidelines and regulations in order to assure compliance.

7. To stimulate an awareness on the part of instructors of special materials for use with disadvantaged children.

8. To give definite assistance in the administration of Title I projects.

Visits are planned in advance so that all Title I personnel is available. Observations of administrative procedures as well as classroom procedures are noted. Oral critiques with administrator, teachers and other personnel are held, followed by written reports.

Reports of these visits are discussed with the Title I Coordinator and filed with the LEA's records in the SEA office.

THE STATE AGENCY

A major work goal for Fiscal 1971 set by the State Agency, is the improvement of its effectiveness as a service agency. Included in its goal are the performance of the following tasks:

1. Tightening lines of communication with the LEA's by dissemination of pertinent information, as the occasion requires, through bulletins in which it will strive for brevity, clarity, and readability.

2. Scheduling of a series of afternoon workshops during the early fall to provide in-service training in areas such as:

   a. defining specific and measurable behavioral objectives

   b. improving project writing

   c. improving the evaluative process

   d. writing more informative and meaningful evaluation reports

3. Developing an Administrative and Policy Manual to be put in the hands of every Contact Person and Authorized Representative operating a Title I, ESEA Program.

4. Broadening the services of our regional educational consultants, by scheduled visits to LEA's on a regular basis, to be followed by special visits as needs arise.

5. Making available the time and expertise of our staff professionals, upon invitation, to regional superintendents' groups and other professional or lay organizations, for brief presentations and for group discussions of matters relating to any or all phases of Title I administrative policy and procedure.

In keeping with these tasks "Looking Ahead" sessions were held in five areas of the state during September and October. Superintendents and other

Title I personnel participated in dialogue with a task force from the State Agency. The results were most rewarding and hopefully produced better informed LEA's.

The general format for each meeting was to inform, instruct, invite questions and help instill Title I concepts in the minds and actions of LEA personnel.

Staff members enumerated requirements in fields of accounting, additional funding, project designing and evaluation.

An effort is being made by the State Agency to insure that Title I funds are not being used indefinitely for one "thrust" programs. LEA's are being encouraged to change direction and to urge local boards to pick up funding of all or parts of those projects which have proven their worth. Title I monies thus freed can be used for further concentration on the most critical needs of education in that area.

Much encouragement is given to administrators -

1. to "think ahead" regarding things they could do if and when increased funds become available.

2. to promote the development of summer projects whenever possible, because of their value to the disadvantaged child in continuous learning experiences, and in the opportunity to relate to the environment; and the availability of well-trained staff.

A design for Prototype Projects has been prepared and during fiscal 1971 will be implemented in two areas of the state; one in an urban system, the other in a rural district. The expertise for demonstrating and evaluating these programs will be as comparable as possible with ones which might be set up in any local area. This will enable LEA's to view ongoing projects, phases of which might serve as models in the implementation of components of their projects.

THE DISADVANTAGED CHILD IN VERMONT

Today as never before the hills of Vermont are truly alive with the "sound of music" created by the laughter of happy children, free to learn in an environment designed for them as individuals.

As never before children are finding school a great place to be and something to look forward to and be happy in. This is most particularly the "feeling" of that group of educationally and culturally disadvantaged, the handicapped or emotionally disturbed child.

To these especially, a new world has unfolded. With the introduction of Title I to our schools the opportunity was given to upgrade educational services to the disadvantaged child.

The long hoped-for moment had arrived. Success in school could now be experienced by him who had for too long a time been discouraged and known failure, because of learning disabilities or deficiencies in a program beyond his attainment. Experiences could now be provided for him whose very existence had been completely void of anything that was cultural or aesthetic in nature.

Now after five years of Title I the programs provided for him "focus on him as an individual, his learning process and his relationship and interaction with his teacher."

A case study of such a child would most surely place him in a low-income family, perhaps in a broken or one-parent home, possibly with physical impairment, even mentally retarded.

He would be selected for a special program based on one or more of the following criteria:

1. Classroom performance significantly below grade level in the

reading area.

2. Achievement significantly below grade level in other skill areas.
3. Poor performance on standardized tests.
4. Low level in verbal functioning.
5. Negative attitude toward school.
6. Poor self-image.
7. Expectation of school failure.
8. High rate of absenteeism.
9. Behavioral problems.
10. Poor health and/or malnutrition.
11. Physical impairments.
12. Speech problems.
13. Emotional and/or social instability.
14. Potential dropout.
15. Other.

Upon selection his program would begin with a diagnostic work-up. This might include such measuring instruments as testing; achievement, basic skills, reading inventory or I.Q.; anecdotal records, teacher rating, his own and/or his parents comments; interviews with a counselor and possibly, if it became necessary to better understand his needs, psychiatric evaluation. His health needs would also be investigated, and because health services are extensive in our schools today, he would receive a thorough examination by a qualified physician and nurse team. Should corrective measures be needed his referral would be immediate, and if necessary on-going.

After a good and thorough look at his problems by the "school team", a program for him alone would be set up. This might start with the pro-

vision of a daily breakfast, and/or lunch, and include milk for a snack. Hopefully, this would be the beginning of a more positive interest in school and increase his achievement performance. For only when he is well fed and feeling physically good can he begin to produce. In many schools his program would include physical fitness activities helpful in serving his needs.

His program might be administered in his own classroom, with his peer group, by his own teacher and the team members involved in his instructional program. This team would have studied his case history together and have a good understanding of his problems and how they might affect his performance in school. Possibly his school has taken steps to reduce the pupil-teacher ratio in his classroom so his teacher would have more time to serve him. An aide or volunteer might be available to work with him under his teacher's direction. There might even be a "big brother" to share his after-school hours on a friendly, exploring basis. A special reading teacher, speech therapist, nurse, guidance counselor or even a psychiatrist might be available to his teacher for advice and the development of his curriculum.

Throughout, his parents would be made aware of his needs and how his school is endeavoring to help him. A home-school coordinator, nurse or social worker employed by his school with Title I funds would visit his home often in an effort to bring together those so important to him in supplying his wants and giving him comfort and security.

Because his school and teacher realize the importance of books and audio-visual techniques in the learning process of a disadvantaged child, much emphasis would be placed on this phase of learning for him.

Cultural and aesthetic experiences would be built into his program and

involve him side by side with his academic and physical handicaps.

He would be guided throughout all his school experiences in establishing a set of personal values and responsibilities meaningful to him and upon which he could build his future.

To make his learning more lasting he might be part of a summer program, where he would work in a relaxed atmosphere, free from such pressures as marks and rate of progress. Thus his school would be providing another step in maintaining his skills and building on his academic success. Possibly he would have the opportunity for a camp experience where he could become a part of the wonderful outdoor environment of our State and truly be able to send his happy voice into the hills in song.

EFFECTS UPON EDUCATIONAL ACHIEVEMENT

In reporting on their programs in the 1969-70 Evaluation it appears that the educators of Vermont are truly aware of the value of Title I in helping their schools to move toward the implementation of the Vermont Design and thus improve the learning opportunities as well as establish priorities for the needs of the disadvantaged child within the school system.

"Failure is never easy to accept and many of these children have had little in their past to draw from to prove that they can succeed socially, economically and educationally. These programs give them a chance to succeed and prove to themselves that they are able to accomplish tasks they have never tried before," is stated by a superintendent in Orleans County where a Title I project includes a fine library program which has "opened many horizons for the disadvantaged child," and is possibly "the only place to enrich their lives and make learning and inquiry available."

A high school reading program in Chittenden County is successful as "evidenced in success in other subject areas raised through the development of positive attitudes and improved self-image."

In Orange County it is felt that "evidence continues to point to the importance of early identification of the child with special needs," and to give immediate assistance. It is felt, in this instance, however, that priority should be given to competence in academic skills at the early stage rather than broadening or enriching to compensate for cultural deprivation.

To treat each child, irrespective of his background or ability, as a unique human being and fold him into a pattern created for all children

with emphasis on his special needs, appears to be the goal of most of our LEA's. Evidence continues to point to the importance of early identification of his needs. Some systems such as one in Orleans County are convinced that we should "take the younger children before the problems are too deep seated" and that the "vast variety of materials and approaches made available for this type of child is stimulating an interest, on the part of the classroom teacher, in new and different methods and techniques."

More significant data appears to show that the child in grades two, three and four makes greater gains than at grades five and six. Accordingly a school in Washington County plans to "spend more time working with younger children on the theory that it may be easier to remedy reading difficulties in early, rather than later stages."

Some remedial work can be done in a short period of time but "the older the child the longer it usually takes to get him functioning at a level where he is comfortable and sure of himself," is attested to by a system in the southeastern part of our state where a volunteer tutorial program has been in progress.

A characteristic stated by many as being successful in pupil growth and achievement is reduction of teacher-pupil ratio. As one system in the center of Vermont states, "it gives the teacher time to work with, to understand, to listen to, and to love the child and help him develop a feeling of being worthwhile." Teachers respect the value of reducing class size and accept the challenge imposed by individualization of their pupils' educational program.

Efforts to reduce class size are apparent especially in the primary years. Title I funds are making it possible for systems to employ more teachers, para-professionals and aides to break down the numbers in classes

and enable teachers to devote more intensive attention to disadvantaged children.

Evidence indicates that a large percentage of our school systems are becoming aware of the importance of early detection of children with learning disabilities. Many are including the special services and personnel needed to follow through with this type of program in their planning of projects. Also included are in-service courses for the teacher of this type of child.

In Washington County where a learning disabilities program is an important part of the Title I project of one school, their philosophy is one of identification, diagnosis and search for meaningful ways to deal with children for whom school is a difficult experience. "Touch to these children is reassurance, comfort, security, love." This type of child is often subject to emotional problems, because he is aware of his inability to match the performance of many of his schoolmates, and aware of the disappointment of his parents and teachers. To continue their observation, "such a child almost inevitably becomes confused, angry, inattentive and ashamed," a condition we must seek to overcome.

It has been pointed out that teachers of disadvantaged children are themselves disadvantaged in the knowledge and understanding of this child and his needs. Programs which can create mutual respect and self-respect contribute greatly toward educational improvement. Such appears to be the contribution of many remedial reading programs; programs which still are close to the top in priority. Many systems report the continued success of children in these programs which allows them to be returned to regular classroom groupings at or above grade level with a very positive attitude in "regard to improved self-image, school outlook and increased emotional stability."

A remedial reading teacher in a southern county comments that "the change in behavior and attitude of the students during the brief time they are in these classes, free from frustration and pressures, indicates that they could perhaps gain more if the program was expanded beyond the field of Language Arts."

In an Orleans County school a teacher who had children with reading problems returned to her homeroom quotes, "I enjoyed teaching this year with satisfying results accomplished through our corrective reading project. I would recommend the continuation of this project."
The reading teacher in the same program stated, "I was striving for a stimulating environment for the improvement of reading and a close happy relationship with each child. I believe I have accomplished this."

Specialized reading programs have truly helped children find themselves, believe in themselves, and know some measure of success.

How do the children feel?

One boy in a city school who had communicated very reluctantly and had difficulty expressing himself, gained in confidence and asked to be in Memorial Day exercises where he spoke on what the Flag meant to him.

At a Junior High School program in Washington County students expressed their feelings thus:

"Reading is helping me to get a better education and then I will get a better job."

"I don't like to miss school now."

"I feel I'm important."

At an elementary level they are saying:

"I have made a big improvement in sounding words."

"I have made good improvement in my work."

From children in a summer reading program:

"I learned quite a lot in reading. I think I will be able to move ahead in school next year."

"I have improved in my 'speedness' in my reading."

How important is the program, whether a regular remedial program or a special summer one, which allows a young child to have these thoughts about himself, after meeting success in a program designed for him alone: "I like it because I was'board'. I didn't have 'anne' thing to do. Now I can read 'weller'."

It is evident that remedial-corrective reading programs have helped classroom teachers become more aware of the fact they are teaching individuals. This is changing their techniques in presenting classroom materials. They are also becoming more child-oriented and this is where we hope for continued growth.

That reading specialists also serve as "back-up" to the classroom teacher in strengthening reading instruction, is often reported. They can test and evaluate the child's reading potential, suggest procedures, techniques and materials.

That carry-over into the community of the value of such programs, made possible with Title I monies is appreciated, is echoed often in the words of an administrator in a Lamoille County district when he wrote, "The Remedial Reading program has made such significant inroads on the reading problems, that the School District has become most appreciative of the value of the concentrated effort in alleviating specific learning difficulties."

Another feature of Title I programs being reported as most successful are kindergarten projects. Some programs are held during the summer months

in an attempt to give some "readiness" to children before the first "formal" learning begins. Many systems are seeing the value of a program during the year, some even sharing teachers to make this possible. Whatever the organizational pattern being used, kindergartens are most valuable in promoting each child's discovery of and communication with his widening world, thus bringing into sharp focus a growing self-awareness and understanding. The goal of one teacher was "that their energies should merge and come to fruition in an acceptance of learning as a fundamental, joyful life process."

An Addison County Title I teacher made the following observations, in reporting on the values of a kindergarten experience to her group of five-year-olds:

"To each underprivileged child it provided a mixture of many things. It was the security of a constant atmosphere, of having two adults, teacher and aide, care about him every day, to take time to listen. It was the stimulation of children other than his siblings or his relatives, a first experience for some."

"A kindergarten experience provides exposure to books, stories, records, toys and games. It brings trips to new places," was quoted by a teacher in Southern Vermont.

An aide told of the excitement experienced by a little girl when for the first time she could have fun with soap and water, "to play with, to scrub with, to make bubbles with, to smell nice with."

It is an experience which is providing more and more of our underprivileged with a secure, constant, loving, stimulating and learning environment as their first school experience.

Guidance provides a means by which a child can be counseled by a

trained person. It gives him someone outside the classroom teacher with whom to identify.

A school in the Rutland area states "the goal of the Guidance director is to complement the efforts of the teacher and others in assisting each child to mature and learn at a rate commensurate to his age and ability to gain in understanding himself, and to become self-reliant and responsible." A neighbor school finds positive evidence of value in elementary guidance in the feedback concerning home, and willingness, on the part of those responsible for the child in school, to accept the pupil as he is.

Employment of experienced counselors has helped considerably in a study of the many factors involved in drop-out problems, with resultant efforts to initiate remedies. A work-study program in Addison County affords the opportunity for those who are potential drop-outs to "participate in a business activity relevant to their everyday world of work and living to which they will eventually be exposed." Basic studies are given in school and for a part of each day students enter into a "contract" with a business to work on an apprenticeship basis, thus "learning while earning."

Health Programs

Title I programs have been most helpful in bringing into focus the Health of the Disadvantaged Child. The great realization that without a healthy body and mind this child is obviously not ready to function. Provisions for health programs have given many area children an opportunity to improve both physical and mental health through clinics, guidance and home visits.

An interesting observation from an educator in one of our more deprived areas states that,

> "Home visitations of some type may be the most important part of health education as many of the problems of these children stem primarily from problems existing within the home. Many of the parents are themselves products of deprived homes and lack the education, cultural background, social acceptance and drive to improve themselves and their families. Their existance is normal to them. Education within the home begins when they accept the nurse as an interested friend and not a threat to the home itself."

The nurse in an area in Addison County plans visits to homes, "to create better understanding of environmental situations which can reflect on the child's progress in school, and to establish better rapport between home and school." While she deals mainly with specific problems it also provides the opportunity for health counseling with the family, "aimed at optimum standards of physical and mental health for the children involved." This same nurse holds bi-weekly Health Committee meetings with pediatricians, guidance personnel, principal and teachers concerned with specific children.

An outstanding outcome of Title I Health Programs is the increased

interest shown by parents in the overall health of their child as demonstrated by continual contact with parents who in turn stimulate the child's interest in health.

Summer Programs

Summer programs have come to be an integral part of many projects throughout our State. They appear to be of great value in providing a continuity for learning through recreation, camp experiences and other "fringe - benefits" in the cultural range.

One such program held in the southern section of our State offered the opportunity to enjoy music; square dancing, which improved good boy-girl relationships; hiking and trips into the countryside. All this was interspersed with Language Arts for those who needed it.

One benefit of a summer program in Rutland County was that many rural children took part. These youngsters had the opportunity to participate with others throughout a six-weeks period. As noted by the director, "Without this program many would have spent the summer isolated from their peers." 'Total Environmental Learning Experience' was the title given to a Summer Camp program for youngsters in a county in southwestern Vermont. It took the children away from home into an alien world with new rules and opportunities. They experienced "group living, vacation journeys, a venture in Indian lore and a first brush with some concepts of homemaking and outdoor living, while indirectly being exposed to skills which were often unknown to them, skills which the affluent take for granted, skills which may become second nature to them in the future."

The program of one of our large cities seeks to:

(1) identify the dignity and importance of each person'

(2) honestly know oneself

(3) recognize the need to develop a common purpose for the success of our society

(4) establish meaningful relationships with peers and adults

(5) have desire for continuing growth in education

(6) have desire to do right

(7) give service to others

It is aimed at the child who has lived near the lake all his life but never fished nor swam, as well as the child who has never known trust or responsibility. The director feels that this experience has "provided a great deal of insight into the values of deprived children and the degree of positive response which can be developed in a short time."

The summer project of one small community was an ungraded classroom. According to the evaluator, "this was a cheerful, happy place with the children always eager to participate in all activities. They were all anxious to contribute to any projects and loved to see their work exhibited."

In Orleans County a delightful program known as "Operation Meadowland" brought experienced teachers, assigned as tutors, to children. Tutor and child met on the home ground of the child, spent time together be it meadow, lawn, patio or just a familiar tree in the yard for a learning situation. The result seemed to be that children attained a positive identification with school and expressed a desire to participate in similar experiences during their school year.

Summer experiences tend to provide an atmosphere of understanding, acceptance, and trust to children who come from environments where these qualities are frequently lost in the shuffle to survive.

Teacher Aides

In many systems teacher aides have been added to reduce class size and strengthen the implementation of a well-planned program of individualized instruction.

Community mothers can often be organized to serve as aides on a volunteer basis as attested to by a district in Washington County. Mothers organized to work at the elementary level listened to children read, worked in the library, read to children and helped with lunches. A few worked at home on a tutoring basis. This allowed children to go into a new atmosphere to be worked with on a one-to-one basis. The total mothers group met once a week for discussion and exchange of ideas. It is felt that a better understanding of educational needs within the community resulted.

As one aide in Essex County states, "Aides enable the classroom teacher to spend the all-important extra time with the disadvantaged child and to develop new and stimulating ideas for him. It also allows the youngsters the opportunity for reinforcement with an adult in a small group situation thus receiving an extra amount of attention." A primary teacher in the same system says, "I have learned to depend on aides to listen, to reinforce, to give encouragement" while a colleague in an intermediate grade asserts that "having the confidence and approval of someone other than his parents and teacher builds self-image in a confused child."

Indications are that teachers and aides are involved in a working partnership in the preparation of materials and planning of programs for the individual identified as needing a prescribed program.

Aides and para-professionals offer a new dimension in the classroom by helping to alleviate some of the non-teaching duties. This allows more time for teaching or preparation and provides assistance to the professional at a time when aid may be necessary and appropriate. It often allows for a one-to-one relationship with the child.

EFFECTS ON ADMINISTRATIVE STRUCTURE AND EDUCATIONAL PRACTICES

The attempt being made to promote the over-all growth of the disadvantaged child is most apparent when one reviews the diversity of projects and approaches being used to promote this growth. The great numbers and scope of such projects (of an on-going value) is most impressive when one realizes the size of our state.

To aid in the implementation of projects many LEA's have added administrators, consultants, and supervisory personnel in the area of curriculum and instruction. There has also been greater emphasis in the area of direct service to children and their teachers through the addition of guidance personnel, speech therapy, psychiatric and/or psychological services, the individualization of total programs and the addition of kindergartens which hopefully will be a forerunner for positive inclusion in our state program of education.

There is close cooperation and communication between the staff of Programs for Educationally Disadvantaged, State Education Agency, State Helping Teachers, Directors of Title II, ESEA and Title III, ESEA. Representatives of all Agencies have attended meetings of Title I staff and LEA's.

An Evaluation Consultant was added to Title I on a contractual basis to assist in the reading and evaluation of LEA reports for fiscal 1970.

ADDITIONAL EFFORTS TO HELP THE DISADVANTAGED

Many systems are reporting the willingness of school boards to assume financial responsibility of part or all of programs now that an awareness of their value has been proved.

Communities as well as school boards are becoming concerned about improving the learning opportunities for persons of all ages. Their citizenry is urging its legislators to take a good look at the educational needs, both immediate and long range, and provide accordingly. It is only through team approach that greater understanding and effort can be accomplished.

Programs which serve to provide greater understanding of children, have been particularly effective in arousing the public and stimulating it to bring about change. Title I funds produced the fuel for "lift off" and has shown the way. Public acceptance and backing should be available to keep them on course.

SUCCESS OF TITLE I IN NON-PUBLIC SCHOOLS

Non-public schools have participated in Title I projects on a moderately successful basis as noted in the report of fiscal 1969. Services have been offered on much the same plan as in previous years. In-service programs have been held jointly with much success. The sharing of ideas and programs for work with the child with learning disabilities has been exemplary.

The State Agency has done much to keep lines of communication open to non-public schools. The sharing of equipment and supplies has been encouraged. Joint planning and involvement in curriculum has taken place.

COORDINATED TEACHER - TEACHER AIDE TRAINING PROGRAMS

Training programs for teacher - teacher aides have been reported by LEA's but on a limited basis. The general pattern for this in-service training usually followed the lines of workshops at varying intervals interspersed with on-the-job training.

The program covered areas of bus duty, attendance, monitoring halls and lunch rooms, playground and library, obtaining and operating audio-visual equipment, preparing materials, collecting monies, assisting on field trips and during creative activities.

This is a supportive service which is growing rapidly. In this area, there is need for LEA's to develop more definite guidelines and to do more careful planning in order to derive maximum benefits from this type of para-professional service.

COMMUNITY AND PARENT INVOLVEMENT

Advisory Committees are important in providing for the on-going assessment of the functioning of the local Title I program, its efficiency, its capacity to meet the needs of students and its overall contributions to the specific needs of the disadvantaged.

A recommendation has been made that the Advisory Committee invite members of the Design Committee to be a part of the discussions and planning to insure a more cohesive program. It is intimated this might also prevent "going off" in different directions with the ultimate result of overlapping of services.

In many communities total involvement and cooperation is brought about by the many people, including parents, who are a part of the Advisory Committee. All have become more aware and more concerned about methods, materials, and various approaches for helping disadvantaged children.

In a system in the southern part of our state an administrator feels that the need for viewpoints of people not connected with school is most important. He feels that representatives from this group, together with parents, should be included on the Advisory Committee.

A superintendent notes that "involvement of parents and local groups has given the communities a better understanding of the school's goals and in the final analysis has contributed to the success of the project." Through another Advisory Committee the public has gained knowledge and understanding of the activities carried out under Title I.

Not all LEA's have realized the on-going value of Advisory Committees but most are saying it is a helpful instrument for informing the community about Title I projects and bringing assistance in its planning and im-

plementation.

Parent involvement as reported by LEA's appears to be taking a new and important dimension. Parents of deprived children are anxious for their children to be involved and are coming forth themselves. One system reports the realization that we must help parents create in their homes a better learning environment by encouraging them to assume responsibilities to their children and the school.

Several systems reported mothers participating in counseling sessions. According to one guidance director they "appear to gain a better understanding and a more positive attitude toward their children's problems."

A parent volunteer aide observes that "improvement in my child's attitude toward others developed trust in more people, brought about more favorable reactions, more self-esteem, a better sport and a happier child."

EFFECTIVENESS OF TITLE I PROJECTS AS RELATED TO COSTS

Subjective analysis of evaluation reports indicate that there is a positive relationship between per-pupil cost and project effectiveness. Superintendents, coordinators, and SEA staff indicate the greater the concentration of effort the greater the effect of the program.

Any time the pupil-teacher ratio is lowered it will cost more. However, one item considered by many systems as being the most effective component of a Title I project, is smaller class-size. By reducing the number of pupils the teacher is able "to develop a degree of individual involvement with each child." This is indicated by a superintendent in northwestern Vermont where, "Title I funds allow for the hiring of additional people, which in turn enables us to reduce pupil-teacher ratio. Further evidence is shown in the number of children now being promoted and doing well in a regular classroom."

Reporting from Orange County a coordinator is of the opinion that "in the sense that a higher average per-pupil expenditure means more varied services, there is no question about a higher correlation between that and the effectiveness of our program."

A city administrator points out that, "it is immediately obvious in personnel and services offered to the disadvantaged student. Our school district would be unable to provide many of the people and much of the services without Title I."

There appears to be a direct relationship between average per-pupil expenditures of Title I funds, and the amount and rate of learning, inasmuch as enrichment provided by these Federal funds allows for an increase in variety of devices and materials used in a project. When we

can deal with fewer children, thus allowing for more individual attention and engage capable personnel equipped with a variety of materials and teaching techniques, the resulting gains to the educationally disadvantaged indicate that the increased per-pupil expenditure proves to be exceedingly beneficial.

A few systems are uncertain but feel that "on the surface at least, it would appear so." In towns that have very limited resources, specific programs with small numbers of children have resulted in significant gains. As one such system states, "if we were to use all available data there would be overwhelming evidence to support this premise."

PART II
TEST DATA

EVALUATION CRITERIA

This appears to be one of the areas more difficult for summarizing due to great variables in reporting. Many forms of reporting have been used including standardized and teacher made tests, reports to and from parents, and other follow-up activities. All these devices aid in making goals and objectives become a reality and are meaningful to the reporter.

Teachers play a large and very important role in the evaluation process. By means of on-going and daily interaction with their students many valuable insights are gained. A team of teachers and/or personnel directly involved with the child can impart concepts and observations, and through sharing make a good subjective evaluation.

Districts feel the value of testing data is in the measuring of progress which allows them to determine what new direction should be taken.

A tester in one of our large schools feels that nearly every student participating in Title I programs has been enriched beyond the test score indications. He, like many others, feels testing instruments are not adequate for judging growth in maturity, attitude and effect.

Following are samples of types of reporting being done.

D. EVALUATION OF THE ACTIVITY

a. Objective Evidence of Impact

Our design for evaluation included the use of objective test data. Baseline test data as well as end-of-program test data has been obtained for fifty-six youngsters. The Botel Inventory test data was used to establish the level at which instruction in reading skills should begin. The Slosson Oral Reading Test was administered to determine the level of competence in the application of phonetic rules and the level of development of sight vocabulary. The Bender Gestalt was administered to determine the level of perceptual functioning.

Maximum time between administration of pre and post tests was seven months with five to six months between tests for a majority of the youngsters. The following chart presents a statistical summary of the growth as measured by the three tests.

	Botel Reading			SORT Reading			Bender		
Growth	No.	%	Cum. %	No.	%	Cum. %	No.	%	Cum. %
2.0 & Above	3	5.3		3	5.3		14	25.0	
1.5-1.9	9	16.0	21.3	4	7.1	12.4	5	8.9	33.9
1.0-1.4	10	18.0	39.3	14	25.0	37.4	6	10.7	44.6
0.5-0.9	15	27.0	66.3	26	46.5	83.9	15	26.9	71.5
0.1-0.4	6	10.7	77.0	7	12.5	96.4	8	14.3	85.8
No Growth	13	23.0	100.0	2	3.6	100.0	8	14.3	100.1

It is felt that the above growth chart indicates that individual prescriptive programs developed by the learning disabilities team and implemented by teacher assistants and classroom teachers have been helpful to most youngsters in the program. This statement is supported by the fact that:

1. In the period of from 5 to 7 months between tests, 66.3% (Botel), 83.9% (SORT), and 71.5% (Bender) have made gains which range from 0.5 to 2.0 or above.

2. The very significant growth in perceptual functioning as well as the success enjoyed in reading this year gives promise for significant further progress in reading next year.

TITLE I EVALUATION

Improvement of Reading Skills Project

Gains as noted by classroom teachers who have these children indicate that this project has been of significant value to a large percentage of those who have participated. Copy of evaluation form is attached. The following chart summarizes responses to the three items evaluated.

Item	Positive or "Yes"	Negative or "No"	% Positive or "Yes"
1. Any change in attitude, behavior, classroom work, etc?	97	28	78%
2. Has student benefitted?	111	17	86%
3. Is student now better to fit into classroom situation?	94	34	73%

A sample of typical responses to the three items are quoted below:

Item # 1

"Refused to answer at all in September. Now will give simple word and phrase answers."

"There has been improvement in the quality of Kim's work. However the greater change has been in her self-esteem."

"Has acquired more self-confidence."

"Lynn has shown increased interest in her classwork and her relationship with her peers has also improved."

"David has made several positive changes. He is able to follow directions much better, his attention span has increased, hand coordination has greatly improved."

Item # 2

"Much credit is due Mrs. ____ for her great interest and accomplishments with this girl."

"She could give him the attention that he needed."

"Very much. She is better able to communicate now. Has developed more confidence."

Item # 2
continued...

"She is better able to read and solve math work."

"Yes, Dennis has managed to complete his work daily and his attitudes have changed. More interest taken in his daily work."

Item # 3

"Yes, but will need to continue with help next year."

"Yes, contributes more in class discussions."

"His attitude has changed noticeably in that he will now take part in class activities, accepting help without embarrassment."

"I am certain his eye-hand coordination has been improved, resulting in better class work."

"Has gained confidence--feels more secure in the group."

"Individual attention in a one-to-one situation seems responsible for improved classroom behavior."

"Eric seems to be more responsive in class because he understands better what is going on."

"Whatever Mrs. _____ has done has been beneficial to Gary and his ability to fit into the classroom situation."

"Improved writing which wasn't even legible. Much more confidence."

F. Percentile norms not available.

NOTE: Information provided below indicates the number of months (or years) growth between pre and post testing.

Project #70-815

STANDARDIZED TEST RESULTS

Elementary and Secondary Education Act - Title I

Grade		Name of Test or Sub-test	Form	Mo. & Yr. Adm.	Number of Students	Raw Score Mean or Grade Equiv.	Number of Students Scoring According to National Norms: Measured Growth: None	0.1-0.4 Years	0.5-0.9 Years	1.0-1.4 Years	1.5-1.9 Years	2.0&Above Years
2		Pre Test: Botel		10&11/69	9	1.1 Gr.Eq.						
		Post Test: Botel		5&6/70	9	1.7 "	2	0	3	1	2	1
		Pre Test: SORT		10&11/69	9	1.2 "						
		Post Test: SORT		5&6/70	9	2.2 "	0	2	2	2	2	1
		Pre Test: Bender Gestalt		10&11/69	9	6.2 Age						
		Post Test: Bender Gestalt		5&6/70	9	7.2 "	1	2	2	2	0	2
4		Pre Test: Botel		10&11/69	12	2.9 Gr.Eq.						
		Post Test: Botel		5&6/70	12	3.7 "	1	0	5	3	3	0
		Pre Test: SORT		10&11/69	12	3.6 "						
		Post Test: SORT		5&6/70	12	4.3 "	1	1	5	5	0	0
		Pre Test: Bender Gestalt		10&11/69	12	8.4 Age						
		Post Test: Bender Gestalt		5&6/70	12	9.4 "	3	0	3	2	2	2
6		Pre Test: Botel		10&11/69	8	2.8 Gr.Eq.						
		Post Test. Botel		5&6/70	8	3.8 "	1	1	2	1	2	1
		Pre Test: SORT		10&11/69	8	3.6 "						
		Post Test: SORT		5&6/70	8	4.6 "	0	1	3	3	0	1
		Pre Test: Bender Gestalt		10&11/69	8	9.5 Age						
		Post Test: Bender Gestalt		5&6/70	8	10.1 "	2	2	3	0	1	0
8		Pre Test: Botel		10/69	1	4.0 Gr.Eq.						
		Post Test: Botel		5/70	1	5.0 "				1		
		Pre Test: SORT		10/69	1	5.0 "						
		Post Test: SORT		5/70	1	5.9 "			1			
		Pre Test: Bender Gestalt		10/69	1	8.8 Age						
		Post Test: Bender Gestalt		5/70	1	8.7 "	1					

1/ Include here only students within the group who took both pre-tests and post-tests.

2/ If not raw score, indicate type of score reported for each test, as for example, mean Grade equivalent

CHAPTER III

CONCLUSIONS

OBJECTIVE #1

-To improve performance as measured by standardized achievement tests:

Overall gains dropped some 6.7%. The fact that budget limitations caused a reduction in force from four reading teachers to three reading teachers may have been a contributing factor. Reading teachers each had two schools to cover. It had been noted that when a RR teacher is in a building full-time, remedial reading students make use of the Reading Center during lunch periods and after school. It becomes a center of learning activity for them. This arrangement is necessarily curtailed when the Remedial Reading teacher is in the building only part of the time.

OBJECTIVE #2

-To change in a positive direction, children's attitudes toward school and education

Analysis of data shows differing views. Eighty-nine percent of parent questionnaires indicated a positive attitude change on the part of the child as opposed to 90% the previous year, 87% during 1967-68 and 70% during 1966-67. Classroom teachers indicated positive attitude in 67.2% of cases as opposed to 78% the previous year, 69% during 1967-68 and 55% during 1966-67. However, 64% of participants indicate a positive attitude as compared to 60% in the previous year, 56% during 1967-68 and 59% during 1966-67. These figures correlate with figures obtained for Objective #3 - "To increase children's expectations of success". In this instance, questions concerning improvement in school work, and performance in the classroom were asked. Eighty-one percent of parents felt that the child felt his school work had improved as opposed to 87% the previous year, 86% during 1967-68 and 79% during 1966-67. Teachers indicated improvement in classroom performance in 68.4% of cases as opposed to 76% of cases

the previous year, 60% during 1967-68, and 52% during 1966-67. However, 91% of children indicated improvement as compared to 86% the previous year, 86% during 1967-68, and 89% during 1966-67. The following conclusions emerge from this data:

1. Although 91% of participants felt that their work had improved, only 64% indicate a liking for school. Perhaps this indicates that the process of attitude change is a slow one and also that closer attention is necessary, to insure that there is carryover to the classroom situation. Still this indicates a gain when compared to last year's figure of 60%.
2. Parents and pupils are more optomistic about improvement in classwork than are classroom teachers. Perhaps classroom teachers need to recognize and accept small gains as improvement on the part of these students. Even a small gain is very often accomplished through great effort. This recognition accompanied by enthusiastic support of the child's effort perhaps will lead to more positive participants attitudes. Results of this evaluation were discussed during school staff meetings with this end in mind resulting in a closer correlation between teachers' subjective reports of improvement and actual achievement test scores.

GENERAL CONCLUSIONS

1. Achievement testing indicates progress particularly among those students having the greatest reading problem.
2. Objectives set for the program have been met in varying degrees.
3. A continuation of the program based on need and accomplishment is clearly indicated.
4. More pupils are served and greater gains achieved when there is a remedial reading teacher available full-time in a school.
5. Probably the greatest gains were in the area of improvement of the child's self image. Ninety-one percent of participants felt that their school work had improved. This was a 5% gain over the previous year's total of 86%.

Project #70-038
STANDARDIZED TEST RESULTS
Elementary and Secondary Education Act - Title I

Grade	Pre-Test Post-Test	Name of Test or Sub-test	Form	Mo.& Yr. Adm.	Number of Students	Raw Score Mean or Grade Equiv.	Number of Students Scoring According to National Norms: 25th Percentile and below	26-50th Percentile	51-75th Percentile	76th Percentile and above
2	Pre-Test	Gates McGinitie Reading Tests	1	Sept. '69	47	6.8	33	14		
	Post-Test	Gates McGinitie Reading Tests	2	May '70	47	10.3	25	22		
4	Pre-Test	Gates Reading Survey	M-1	Sept. '69	34	4.9	30	4		
	Post-Test	Gates Reading Survey	M-2	May '70	34	9.6	24	10		
6	Pre-Test	Gates Reading Survey	M-1	Sept. '69	24	13.0	14	10		
	Post-Test	Gates Reading Survey	M-2	May '70	24	16.9	11	13		
8	Pre-Test									
	Post-Test									